

Physical Education¹: Pre-K

Standard Number² 1.0: Movement Forms/Motor Skills and Movement Patterns

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Learning Expectations³: To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

The student will:

- travel in personal and general space
- demonstrate locomotor skills
- jump and land maintaining balance
- perform a simple rhythmic pattern that involves locomotion and non-locomotion
- kick a ball
- throw a ball
- catch a ball
- strike an object with a short handled implement
- move with balance and control to perform simple large motor tasks
- transfer weight
- use eye-hand coordination to perform fine motor tasks
- follows basic safety rules

Performance Indicators⁴:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 1.1.1 define and demonstrate self space and general space
- 1.1.2 imitate a clear contrast between slow and fast movements
- 1.1.3 imitate locomotor movements in personal and general space
- 1.1.4 jump and land using a two foot take-off and landing in personal space
- 1.1.5 touch body parts in time to music
- 1.1.6 imitate pre-designed sequence involving manipulatives

¹ Physical Education is a sequential and developmentally appropriate educational program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead an active and healthy lifestyle.

² Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

³ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

⁴ Performance Indicators demonstrate progress toward the standard at each level.

- 1.1.7 kick a stationary object (balloon, bean bag, ball)
- 1.1.8 step and kick an object
- 1.1.9 throw a variety of objects
- 1.1.10 imitate overhand/underhand throw
- 1.1.11 catch a large object using body, arms and hands
- 1.1.12 drop and catch a ball in self space
- 1.1.13 strike a balloon in the air with a variety of body parts
- 1.1.14 repeatedly strike a balloon in the air with hand
- 1.1.15 imitate balances on body parts with wide and narrow bases of support
- 1.1.16 balance while walking on a line or low beam on the floor
- 1.1.17 climb on and off a variety of equipment
- 1.1.18 transfer weight by rolling sideways and rocking
- 1.1.19 imitate animal movements
- 1.1.20 manipulate small objects
- 1.1.21 knows basic safety rules and follows them with verbal reminders

Level 2 - Skills are developing at this level.

At Level 2, the student will:

- 1.2.1 demonstrate change of direction in personal and general space
- 1.2.2 demonstrate a clear contrast between slow and fast movements while traveling in different directions in general space
- 1.2.3 demonstrate a variety of locomotor skills in personal and general space
- 1.2.4 jump and land using a variety of equipment at different levels
- 1.2.5 jump a slowly swinging long rope
- 1.2.6 move body parts and manipulatives in time with music
- 1.2.7 step and kick a ball for distance and accuracy

1.2.8 throw a variety of objects at a target using overhand/underhand throw

1.2.9 catch various objects of different sizes using hands

1.2.10 catch a ball from a skilled thrower

1.2.11 strike a balloon in the air or on the ground with a paddle

1.2.12 strike a large ball off a cone

1.2.13 balance on a variety of equipment (balance boards, stilts, beams)

1.2.14 travel and stop in balanced positions

1.2.15 demonstrate balance using a combination of body parts

1.2.16 transfer weight by rolling in a forward direction

1.2.17 continue to connect together a wide variety of manipulatives

1.2.18 follow safety rules during physical education class

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number⁵ 2.0: Movement Concepts and Principles

A physically educated person demonstrates understanding of movement concepts, principals, strategies and tactics as they apply to the learning and performance of physical activities.

Learning Expectations⁶: To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

The student will:

- know and apply movement concepts
- recognize locomotor and nonlocomotor skills
- recognize kicking, throwing, catching and striking
- recognize the movement concepts of educational gymnastics
- recognize the movement concepts of rhythmic activities

⁵ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

⁶ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

Performance Indicators⁷:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 2.1.1 move from general space back to personal space on command
- 2.1.2 identify locomotor and nonlocomotor skills when demonstrated
- 2.1.3 respond appropriately to skill term kick, throw, catch, strike
- 2.1.4 identify balance and transfer of weight in the context of educational gymnastics
- 2.1.5 identify the concept of time in response to rhythmic accompaniment

Level 2 - Skills are developing at this level.

At Level 2, the student will:

- 2.2.1 move by varying the size of the general space from large/small or small/large
- 2.2.2 participate in activities to emphasize recognition of locomotor and nonlocomotor skills
- 2.2.3 participate in activities to emphasize the recognition of skills: kick, throw, catch, strike
- 2.2.4 maintain momentary stillness in a variety activities
- 2.2.5 respond appropriately and move to the sound of rhythmic accompaniment

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number⁸ **3.0: Physical Activity**

A physically educated person participates regularly in physical activity.

Learning Expectations⁹: To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

The student will:

- participate in daily physical activity for enjoyment
- uses physical education skills at recess

⁷ Performance Indicators demonstrate progress toward the standard at each level.

⁸ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

⁹ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

Performance Indicators¹⁰:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 3.1.1 participate in physical education class
- 3.1.2 participate outside of class in self-selected movement experiences
- 3.1.3 engage in a variety of locomotor activities during leisure time

Level 2 - Skills are developing at this level.

At Level 2, the student will:

- 3.2.1 participate without hesitation in physical education class
- 3.2.2 participate outside of class in minimally organized physical activities
- 3.2.3 participate in activities that use manipulates outside of class

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹¹ 4.0: Fitness

A physically educated person achieves and maintains a health-enhancing level of fitness.

Learning Expectations¹²: To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

The student will:

- recognize the physiological indicators that accompany physical activity
- engage in physical activity that causes an increased heart rate
- recognize the components of health-related physical fitness

Performance Indicators¹³:

Level 1 - Skills are introduced at this level.

¹⁰ Performance Indicators demonstrate progress toward the standard at each level.

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¹² Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹³ Performance Indicators demonstrate progress toward the standard at each level.

At Level 1, the student will:

4.1.1 identify a variety of activities that increase breathing and heart rate

4.1.2 identify muscular strength and flexibility activities

Level 2 - Skills are developing at this level.

At Level 2, the student will:

4.2.1 participate in a variety of activities that increase breathing and heart rate

4.2.2 participate in activities that require muscular strength and/or flexibility

4.2.3 identify at least one activity associated with each component of health-related physical activity.

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹⁴ 5.0: Personal and Social Responsibility

A physically educated person exhibits responsible personal and social behavior that respects others in physical activity settings.

Learning Expectations¹⁵: To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

The student will:

- Start and stop on command
- Maintain his/her personal space
- Follow simple directions
- Follow a series of instructions for an activity
- Participate in activity without arguing
- Demonstrate cooperative skills

Performance Indicators¹⁶:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

5.1.1 start and stop on auditory or visual signals

¹⁴ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

¹⁵ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹⁶ Performance Indicators demonstrate progress toward the standard at each level.

5.1.2 follow simple commands

5.1.3 use words and seek adult help when needed to resolve conflicts

5.1.4 understand the importance of participating with others

Level 2 - Skills are developing at this level.

At Level 2, the student will:

5.2.1 participate in activities that requires starting and stopping

5.2.2 participate in activities without bumping into others

5.2.3 follow two-step directions

5.2.4 include give and take in play with others

5.2.5 play without interfering with others

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹⁷ 6.0: Values Physical Activity

A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Learning Expectations¹⁸: To achieve the following learning expectations refer to the Performance Indicator Levels 1-2.

The student will:

- develop self-confidence in a physical activity setting
- explore his/her physical capabilities
- develop a positive attitude toward physical activity
- work cooperatively for a brief period of time

Performance Indicators¹⁹:

Level 1 - Skills are introduced at this level.

¹⁷ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

¹⁸ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹⁹ Performance Indicators demonstrate progress toward the standard at each level.

At Level 1, the student will:

6.1.1 participate in activities that are developmentally appropriate

6.1.2 exhibit both verbal and non-verbal indicators of enjoyment

6.1.3 participate in personal movement challenges

6.1.4 recognize the joy of shared play

Level 2 - Skills are developing at this level.

At Level 2, the student will:

6.2.1 continue to participate when learning a new activity even when not successful

6.2.2 enjoy participating in physical activity

6.2.3 express personal feelings on progress made while learning a new skill

6.2.4 interact positively with others during physical activity

Modification and extensions need to be made to meet the individual abilities of all students.